LESSON PLAN

Course Description

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| --- | --- | --- | --- | --- |
| Teacher: | Heather Tucci | Course: Mathematics | | Department: |
| Grade Level: | 1st grade | Total Students: 20 |  | Date: 9/26/14 |
| Time/Period: |  | | | |
| Topics: | Skip Counting by 2’s, 5’s, and 10’s | | | |

# ***PA Common Core Standards***

***Referenced from*** <http://www.pdesas.org/> ***for PA State approved academic standards (Grade-specific Numbers & Descriptions)***

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| Core Standard: 2.1.1.A: Demonstrate the relationship between numbers and quantities, including place value, one-to-one correspondence, rote counting, counting by twos to 20, counting by tens and fives and comparing values of whole numbers up to 100.  **2.1.1.E:** Describe even and odd numbers as they relate to a number pattern.  **2.8.1.E:** Use concrete objects, symbols and numbers to represent mathematical situations. |

## Objectives

***Objectives correspond with PA State Common Core Standards listed above (SWBAT…)***

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| SWBAT: Apply skip counting to 100 to everyday mathematics  SWBAT: Demostrate their understanding of skip counting by 2’s, 5’s, and 10’s.  SWBAT: Explain which numbers they put in the trunk of the tree are odd and even.  SWBAT: Compare which numbers are larger, to put in correct order |

***Lesson Introduction: (5-7 min)***

***(Activate background knowledge & set purpose)***

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| Teacher: Ask the students to review their ability to count from 1-100 regularly.  Students: Count as a class  Teacher: Review to the students what Skip Counting in mathematics means, and show an example  Teacher: Explain that we will be skip counting by 2’s, 5’s, and 10’s |

***Activities/Procedures: (25-30min)***

### Lesson Plans are conducive to student achievement and focus on PA State CC standards and objectives

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| Teacher: Hands out a tree and the number 1-100 on the little leaves to each student in the classroom.  Teacher: Have the students begin by putting the 2 large leaf at the top of the tree, and then ask the students which number would come next in sequence.  Students: As a class, each student would put the corresponding number that is next in the sequence. Once teacher has asked what the number is, students would raise hand to be called on to give the answer.  Teacher: Work through the 2’s with the students. Once finished, have the students skip count by 5.  Students: Working with the person next to them, if needing help, work independently on skip counting to 100 by 5.  Teacher: Walk around the room to make sure everyone is understanding the concept. If any student needs help, do so to help them.  Students: Once everyone is completed, they go around the room, one student at a time, call out the next number within this sequence.  Teacher: If everyone is understanding the skip counting, now have the students see who can get skip by 10’s and get to 100 first.  Students: As they complete, have them raise their hand. |

***Closing& Assessment: (5-7 min)***

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| Students: Get into 3 groups, one for 2’s, 5’s, and 10’s.  Teacher: As a group, ask the students to do the game once again for the specific skip count their group is.  Teacher: once groups are complete, ask the classroom as a whole if they know any new numbers they believe they can skip count with.  Students: if any say yes, within the group, attempt to do the new numbers. |

***Assessment Procedures:*** *(check all that apply)*

### Structure should simulate PSSA testing format to assist with PSSA test prep

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Formative | | | | Summative | | | |
| X | Guided Practice | X | Participation |  | ***Unit/Chapter Test*** |  | PSSA Type Questions |
|  | Enrichment |  | PSSA Type Questions |  | ***Oral Presentation*** |  | Notebook Check |
|  | Homework |  | Notebook Check |  | ***Research Project*** |  | Authentic Assessment |
|  | Group Work |  | Authentic Assessment |  | ***Technology*** |  | Other: |
|  | Rubric |  | Other: |  | ***Rubric*** |  |  |
|  | Independent Practice |  |  |  | ***Portfolios*** |  |  |

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## Materials/Resources

### List of resources used and incorporated into activity and assessments, attach any teacher made materials and/or worksheets

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| --- | --- | --- | --- |
|  | Text Book: | X | Other: worksheet and numbers on pieces of leaves with corresponding numbers for game |
|  | Graphic Organizer/Handouts(s): |  |  |
|  | Technology: |  |  |
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***Accommodations***

*\(IEP/Child specific)*

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| Larger leaves with larger numbers. | Speak clearly for Rosey |
| Larger tree | Keep Joe at front of the classroom to help him stay focused on the assignment |
| Have dots on the leaves, as well as numbers |  |
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***Differentiated Instruction***

*(Easier/Support & Harder/Enrichment)*

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| Have a large velcro bulletin board of the worksheet, and do as an entire class | Have the students think of numbers that will add up to the next number in the order |
| Only have certain numbers missing for each skip counting | Have the students do the game by themselves |
|  | See if the students can skip count with another number than 2, 5 or 10 |
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